Kentucky Council on Postsecondary Education

Review of Existing Academic Programs: User Guide

Kentucky public postsecondary institutions conduct periodic reviews of approved academic programs for the purposes of quality improvements, more efficient use of resources, accountability, and cost effectiveness. Each institution may create forms and internal procedures for these reviews, but the following information must be included.

The following definitions, included in Review of Existing Academic Programs: Policy and Procedures, are provided here for use in completing the requested information.

> An ***academic program*** refers to a combination of courses and related activities organized for the attainment of broad educational objectives that lead to a certificate or diploma or an associate's, bachelor's, master's, specialist, or doctoral degree.

- A ***collaborative program*** is an academic program under the sponsorship of more than one institution or organization and contains elements of resource sharing agreed upon by the partners. None of the participant institutions delivers the entire program alone, and the partnering institutions/organizations share responsibility for the program's delivery and quality. The credential awarded may indicate the collaborative nature of the program.

- A ***joint program*** is an academic program that is sponsored by two or more institutions leading to a single credential or degree, which is conferred by all participating institutions. None of the participating institutions delivers the entire program alone, and all participating institutions and organizations share responsibility for all aspects of the program's delivery and quality. The program is registered on the Council's *Registry of Degree Programs* in an enrollment and degree-granting category for each institution participating in the joint program.

Institution:	Degree Designation as on Diploma:
Program Name:	CIP Code:
Program Type: (collaborative, joint, or single institution)	Program Implementation Date:
Program Director:	Submission Date:
Institutional Recommendation: (Continue without Modification, Continue with Modification, Close within Three Years)	

- **Information within the above table will need to be entered into the KPPRS system.**
- **Institutional Recommendation: Council staff will review your submitted reviews and recommendations to determine whether the program should continue without modification, continue with modification, or be closed within three years.**
    - **If your institutional recommendation is to continue with modification, you must submit a three-year plan for program improvements. This plan may be submitted along with program review documents, or may be submitted at the time of the Council staff's decision, if that decision is for the program to continue with modification.**

A. Centrality to the Institution's Mission and Consistency with State's Goals

1. Explain how this program has contributed to the institution's mission.
A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's strategic plan. ***<u>New associate programs</u> will be reviewed by the institution and the results forwarded to Council staff for review after three years. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.*** ***<u>New baccalaureate programs</u> will be reviewed by the institution and the results forwarded to Council staff for review after five years. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.*** ***<u>New master's degree programs</u> will be reviewed by Council staff four years after implementation. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.*** ***<u>New doctoral programs</u> will undergo an abbreviated interim review by Council staff after three years and a full review three years after the interim review. Upon completion of a successful abbreviated Council review, these programs will be put on the regular institutional program review cycle.***

All other existing programs will be reviewed based on each institution's review cycle. Council staff will review all existing programs based on each institution's review cycle. Programs will be subject to the same program review criteria as newly approved programs. Institutions will need to obtain historical data from existing programs. For existing programs, institutions should provide historical data for at least five academic years.

2. Explain how this program has contributed to the economic and social welfare goals of HB1 as delineated in the statewide postsecondary education strategic agenda – ***Stronger by Degrees.***

There should be a clear connection between the program and the state's postsecondary education goals. The state's strategic plan for postsecondary education focuses on four areas. Please choose which area(s) your proposed program relates to along with which policy objective(s) that your proposed program addresses.

- ***College readiness – Will the program increase the number of college-ready Kentuckians entering postsecondary education? Will it increase the number of college-ready GED graduates? Will it increase the effectiveness of Kentucky's K-12 teachers and school leaders?***
- ***Student success – Does this program increase high-quality degree production and completion rates and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students? Does this program decrease financial barriers to college access and completion?***
- ***Research, economic, and community development Does this program increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach?***
- ***Efficiency and innovation: Does this program increase academic productivity through program innovations? Does this program maximize the use of postsecondary and adult education resources?***

3. Explain how this program aligns with the statewide postsecondary education strategic implementation plan.

In your answer, focus on how this program aligns with one or more action steps included in the strategic implementation plan.

B. Program Quality and Student Success

1. Briefly describe assessment results from the past five years and explain how these results have been used to make improvements to the program.

In your answer, please address all of the following:
• ***State all student learning outcomes of the program.***
• ***Explain how each of these program-level student learning outcomes are evaluated.***
  o ***Include all direct and indirect assessment methods used to evaluate this program.***
  o ***Explain which student learning outcome(s) is/are assessed by each assessment method and how frequently each assessment method is administered.***
  o ***Include the benchmarks and/or targets identified for the program.***
• ***Briefly summarize assessment results related to each SLO.***
• ***Explain how your assessment results have been used to make improvements to the program.***
• ***Explain the program's measures of teaching effectiveness and what efforts to improve teaching effectiveness have been pursued based on these measures.***

2. Describe any external awards or other recognition of the students, faculty, and/or program over the past five years.
In your answer, please: • ***Describe any awards from disciplinary associations, nonprofit organizations, governmental agencies, or any other external entities that recognize the accomplishments of this program.*** • ***Describe accomplishments related to student work, faculty teaching and research, and other elements of your program.*** • ***Describe any specialized accreditation attained by the program.***

3. a. Number of hours required to complete this program: • ***The number of hours does not include general education requirements***
b. Include the average actual time to degree for this program in the table below. • ***Average actual time to degree refers to the average number of years it takes for a group of students graduating from a particular program, in a particular year to graduate from the institution. This is not the same as the institution's actual time to degree. It refers only to the program under review. Average actual time to degree should be calculated for two populations of students – native students and transfer students. The calculation for native students includes time spent on developmental education courses but does not include the time a student was enrolled in dual credit courses. If a student stops out of school for more than two years, he or she is considered a returning student and is not counted in the calculation. The calculation for transfer students, the starting point is when the student officially transfers to your institution.***
c. Include the average actual credit to degree is for this program in the table below. • ***Average actual credit to degree refers to the average number of credit hours earned by the group of students within the program graduating in a particular year. These credits include transfer credits and developmental education credits.***

	Year:	Year:	Year:	Year:	Year:
Average actual time to degree – native students	***Express in number of years***				
Average actual credit to degree – native students					
Average actual time to degree – transfer students	***Express in number of years***				
Average actual credit to degree – transfer students					

4. a.	Describe employer satisfaction with program graduates.
	• ***Include survey results, focus group results, advisory board results, or other evidence of employer satisfaction with program graduates.*** • ***Include any recommendations from employers on how to improve the program to meet the needs of the community.*** • ***AA/AS programs may describe focus group, survey, or other evidence gathered from baccalaureate institutions to which your students have transferred.***
b.	Describe graduating students' and alumni satisfaction with program.
	• ***Include survey results, focus group results, or other evidence of alumni and graduating students' satisfaction.*** • ***Include any recommendations from alumni on how to improve the program.***

5. Job placement, transfer, and graduate school admission.
Include requisite information in the table(s) below. • Associate of Arts and Associate of Science degree programs must address 5b. • All other Associate degree programs must address 5a. Bachelor's and Master's degree programs must address both 5a and 5c. • Doctoral degree programs must address 5a.

a. Include job placement data for program graduates in the tables below.

- ***Describe the types of jobs graduates have secured. Are the jobs directly related to the content of the program? Are the jobs indirectly related to the content of the program?***
- ***What percentage of students have found employment in your area of geographic responsibility? In Kentucky? Outside of Kentucky?***
- ***Note any employers who have offered jobs to multiple graduates.***
- ***Provide examples of students who earned distinction in the field of study under review.***

	Year:	Year:	Year:	Year:	Year:
Number of graduating students who sought employment					
Percentage of students who sought employment					
Number of graduating students who gained employment					
Percentage of graduating students who gained employment					

	Year:	Year:	Year:	Year:	Year:
Type of Job:	Percentage of students employed that type				
Type of Job:					
Type of Job:					

	Year:	Year:	Year:	Year:	Year:
Percentage of students finding employment in area of geographic responsibility					
Percentage of students finding employment in Kentucky					
Percentage of students finding employment outside of Kentucky					

b. Include transfer data for program graduates. (AA/AS Programs only)

- ***Include number and percentage of degree-seeking AA/AS students who transfer to a four-year institution within Kentucky.***
- ***List the top majors that your students have pursued at four-year institutions within Kentucky.***
- ***List the top institutions within Kentucky to which your AA/AS graduates are transferring.***

	Year:	Year:	Year:	Year:	Year:
Number of graduating students who transferred to a four-year institution					
Percentage of graduating students who transferred to a four-year institution					

	Year:	Year:	Year:	Year:	Year:
Major:	Percentage of students who pursued that major				
Major:					
Major:					

	Year:	Year:	Year:	Year:	Year:
Institution:	Percentage of students who transferred to this institution.				
Institution:					
Institution:					

c. Include graduate school admission data for program graduates.

- ***If bachelor's degree, note how many and what percentage of students pursue a graduate or professional degree in the field or in related fields. Include the names of graduate schools to which the students were accepted.***

- ***If master's degree, note how many and what percentage of students pursue a doctorate in the field or a related field. Include the names of graduate schools to which the students were accepted.***

	Year:	Year:	Year:	Year:	Year:
Number of graduating students who sought graduate school admission					
Percentage of graduating students who sought graduate school admission					
Number of graduating students who attained graduate school admission					
Percentage of graduating students who attained graduate school admission					

6. Does this program lead to licensure or certification? If yes, then include students' pass rates on licensure/certification exams.					
Name of Exam:	Year:	Year:	Year:	Year:	Year:
Pass Rate					

C. Program Demand/Unnecessary Duplication

- ***Associate of Arts and Associate of Science programs are not required to address C.2.***

1. Provide the number of students enrolled, number of graduates, and credit hour production over the past five years (includes summer, fall, and spring).
   - ***Credit hour production refers to the number of credit hours produced by program faculty.***
   - ***Number of enrollmees and degrees conferred includes totals from summer, fall, and spring semesters.***

	Year:	Year:	Year:	Year:	Year:
Enrollment					
Degrees Conferred					
Credit Hour Production					

2. Are there similar programs at other public institutions in the state? YES NO
   - ***A similar program is defined as a program with the same or closely related CIP code at the same degree level.***
   - ***Programs are not considered duplicative if they serve a different student population than existing programs, or if the curriculum is distinctive from that of existing programs at other Kentucky public institutions.***

a. If yes, then explain how the curriculum of this program is different from existing programs at other institutions or that access to these programs is limited at the other institutions.

b. If yes, describe specific collaborative opportunities your program is pursuing, or can pursue, with these existing programs. In your explanation, describe how the collaboration will increase the effectiveness and efficiency of each program.

D. Cost and Funding

1. Note the program's student credit hour per instructional faculty FTE for the past five years (for the fall and spring semesters only).
   - ***Student credit hour per instructional faculty FTE is defined credit hours taught by program faculty in their unit, dept. or discipline, divided by the number of instructional FTE (as defined by the institution) of those program faculty.***
   - ***Include your institution's definition of instructional FTE.***

	Year:	Year:	Year:	Year:	Year:
Student credit hour per instructional faculty FTE					

2. Describe any extramural funding that program faculty have attracted over the last five years.
   - ***Extramural funding includes any funds from outside the postsecondary institution that is used to support the program. Possible sources of funds include governmental agencies (local, state, and federal), businesses, private foundations, or individuals.***
   - ***In addition to the table, include narrative about the extramural funding, including its purpose, its duration, the total amount of funding over the life of the grant or contract, and any other relevant information.***

Sources of Extramural Funding	Year:	Year:	Year:	Year:	Year:
Source 1:					
Source 2:					
Source 3:					
Source 4:					
Source 5:					

E. Additional Information

Please use this section to provide any additional information that will help to clarify data provided above or that explains the importance of this program to your campus or community.

- ***Include any additional information to explain academic, social, economic, or other contributions the program makes to your cam pus or area of geographic responsibility.***
- ***Include any clarification of data points provided above. For example, if the program has graduated many double majors, and you believe that this has affected metrics such as time to degree, please explain that here.***